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ABSTRACT

This is the first in a series of monographs to be published by the National Association of Pupil Personnel Administrators (NAPPA). It is offered as a set of guidelines in an effort to establish some unit of purpose and to provide a rationale for the areas of training, certification, and accreditation. This publication presents guidelines for (1) training programs for administrators of pupil personnel services, (2) certifying administrators of pupil personnel services, and (3) accrediting pupil personnel services programs in the schools. The authors hope this document will represent an identification of important issues, a challenge to think constructively about them, and some suggestions for their resolution. The authors have drawn heavily upon the publication of "The NAPPA: Pupil Personnel Services: A Position Statement", April 1969. It was suggested that the position statement be read as a general background to this publication. (ED 031 749)
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National Association of Pupil Personnel Administrators

Pupil Personnel Services Guidelines for

TRAINING
CERTIFICATION
ACCREDITATION

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Pupil Personnel Services Guidelines *for*

TRAINING
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June, 1972

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Preface

This is the first in a series of monographs to be published by NAPPA. We hope to follow soon with others in such areas as accountability and para-professionals. Additional monographs will be published on a variety of topics now being considered by the Board of Trustees and the Publications Committee under the chairmanship of Dr. Walter Lifton.

The chief purpose behind the publication of these monographs is to state NAPPA's position on a variety of important topics. It is hoped that these monographs will be helpful in informing professional colleagues and the public at large as to what pupil personnel services are all about.

I have been asked by President McClary to serve as Monograph Series Editor and have accepted. With the help of the various task forces in the process of compiling reports, the Publications Committee, and the Board of Trustees, I believe we can produce a worthwhile collection of monographs.

I served as chairman of the committee which produced this first monograph and understandably have some pride of authorship in it. I believe it to be a sound and thoughtful production. I hope it will be thought to be worthwhile. Credit should go equally to all the members of the *Committee on Training, Certification, and Accreditation*, for they all worked hard in producing the finished product.

The Committee on Training, Certification, and Accreditation has been responsible not only for writing but also for publishing and distributing this monograph. The plan is that succeeding task forces will have only to produce the manuscript and the Publications Committee will take care of the publication and distribution.

I would appreciate hearing from our membership as to their critical appraisal of this monograph and their suggestions for additional ones.

Edward Landy
Monograph Series Editor

Introduction

Policies regarding certification vary significantly from state to state in the specificity of requirements and the specificity of the jobs which they cover. In some states, for example, a single certificate covers all administrative positions below that of superintendent. In other states there are separate certificates required for each administrative position. In some states certification is stated in terms of specific course titles; in others, broad areas of study or competence define the training required; in still others, certification may require completion of "approved" programs of preparation and recommendation of the preparing institution. Recently several states have begun moving toward performance criteria as the basis for certification.

A variety of practices also exists with respect to training programs. The training programs for directors of guidance are often indistinguishable from those for administrators of pupil personnel services. Sometimes practicums and internships are offered; more often they are not. Training programs for the administrator of pupil personnel services may vary from a few part-time courses to a requirement of a year of residency.

Uncertainties and confusions exist also with regard to policies and practices of the accreditation of pupil personnel programs. Existing evaluative instruments are inadequate or misleading. Members of accrediting committees are often uncertain as to the elements and underlying concepts of a comprehensive pupil personnel services program.

NAPPA is therefore offering this set of guidelines in an effort to establish some unity of purpose while avoiding sterile uniformity and rigidity and to provide a rationale for the areas of training, certification, and accreditation.

This publication then presents guidelines for:

- I. Training programs for administrators of pupil personnel services.
- II. Certifying administrators of pupil personnel services.
- III. Accrediting pupil personnel services programs in the schools.

These guidelines are meant to be precisely that — guidelines, not a manual of forms and instructions. We have deliberately not produced highly specific models in order to avoid the dangers implicit in such a procedure, namely, the crystallization of practices which inevitably will become outmoded. Instead we have raised what we consider to be the important questions and have identified the significant factors which we believe need to be taken into account in answering these questions. We hope the authorities responsible for writing and administering the specific programs will keep constantly in mind the desirability of formulating policy and procedures which are as flexible as possible.

We have drawn heavily upon the publication of The National Association of Pupil Personnel Administrators: PUPIL PERSONNEL SERVICES: A POSITION STATEMENT, April, 1969. It is suggested that the position statement be read as a general background to this publication.¹

Evidence for the statements made in the opening paragraphs of this introduction will be found in a prior unpublished report of this committee presented at the NAPPA convention in Indianapolis in October, 1970 and on file in the NAPPA archives.

¹NAPPA publications are available from Dr. Charles Huchet, Director of Special Services, Princeton Regional School, P.O. Box 711, Princeton, New Jersey 08640.

I. Guidelines for Training Programs

Training programs for administration in pupil personnel services should be available to candidates who show promise of being able to provide dynamic leadership in the coordination and supervision of pupil personnel services. The program must enable one to develop a philosophy of administration which will enhance the functioning of the pupil personnel staff within a local school district. Prerequisite to admission to the administrative training program should be the completion of a Master's degree in any of the specialized areas of pupil personnel services, or successful experiences in related fields. The program of training should lead to a Doctorate. The purpose of the program would be to attempt to develop leaders in pupil personnel services and to promote effective administration of pps programs in local school districts.

The following questions may serve as guidelines in establishing a training program or evaluating one that already exists.

1. In addition to areas of training common to all administration, does this training program prepare the student to assume leadership and administrative responsibilities in planning, developing and implementing the pps program?

Administrators in pupil personnel services should come to the position trained in (a) program planning, budgeting, and development; (b) administration, supervision and coordination of pupil personnel services; (c) interviewing, selecting, developing and evaluating staff and supportive personnel; (d) evaluating the total program and preparing essential reports. Skills in each of these areas must be developed.

The training program should take into account also that the pps administrator will be directly responsible to the superintendent of schools and will have responsibility for a multifaceted program involving complex human and organizational relationships. Training should give appropriate emphasis to skill in decision making and in assuring adequate interpretation of the pps program to other administrators, to other school staff, to pupils, and to the public.

2. Does the program provide for an orientation to all of the pupil personnel areas?

Knowledge of professional study and training required of each specialty within pupil personnel services is critical to the administrator of the program. An understanding of each of the roles is essential for the maintenance of a viable pupil personnel services team. Usually the administrator has had training in one or two of the pupil personnel services areas; however, a familiarity with the training requirements, the roles, the purposes, the philosophy and even the language of the various disciplines makes for more successful administrative leadership. Built into the training program should be the opportunity for the administrator-in-training

to be able to interact with experts in the various pupil personnel services disciplines, e.g., attendance, child development, school counseling, health, psychology, social work, speech and hearing.

3. Does the program provide for an opportunity to study legal aspects of pupil personnel services?

Legislation which affects pupil personnel services has far-reaching effects. Pupil personnel functions, programs, and services are frequently influenced by mandatory or permissive laws. It is essential for the training program to include relevant legal implication of federal and state laws governing professional relationships and programs dealing with institutions and agencies, exceptional children, health and social services, privileged and confidential information, school attendance laws, child protection and labor laws, and the like. Legislation may differ from state to state. The administrator in training should be exposed to as much of the varied legislation as possible in order to bring to his selected position a background of knowledge of laws which at least to some degree create a foundation for the manner in which his organization will function.

Direct contact with persons actively involved with legislation — proponents, authors, administrators — would be helpful in order that the candidate may gain insight into the reasons for developing certain legislation. Exploring the needs which helped motivate the legislation influences one's philosophy of operation as an administrator. It makes the difference between just accepting legislation or understanding it. Understanding the development of the legislation enhances its implementation.

4. Does the program provide an opportunity to study and explore various kinds of organizational patterns?

Organization and administration of pupil personnel services in any district is strongly influenced by many factors, two of which are size of district and the ability and willingness of a district to pay for facilities, personnel and program.

Size of district frequently dictates the administrative relationships of pupil personnel services within the total administrative structure.² The administrator in training should be exposed to and become familiar with the various structures and models of organization in order that he may be able to adjust to any existing structure and recommend innovative changes where appropriate.

Budgeting knowledge is essential information for a pps administrator. He must be familiar with educational fiscal programs since much of the way in which he and his department function is dependent upon budgetary ability. The ability to seek out and obtain public and private, state and federal funds is an important asset.

5. Is there a carefully developed sequence of practicum and internship?

The administrator in training toward the completion of his program

²Lowe, R.N. *Rationale and Models for Organizing and Administering Programs of Pupil Personnel Services*. Bureau of Educational Research, School of Education, University of Oregon, Eugene, Oregon, 1962.

should have the opportunity to function under the critical supervision of an experienced administrator in a host setting which will give him maximum opportunity to be exposed to the demands and responsibilities of the position.

Advanced seminars enhance the training and give the prospective administrator an opportunity to discuss his experience, to relate practice with theory, and to bring problems of his experience to a discussion group.

6. Are there relevant electives available in the areas of general administration, philosophy, and pps specialties for candidates who may need strengthening in these areas?

Candidates will come to the training program with varied educational experiences and courses. Electives become essential in bridging the gaps that might exist in individual programs. Some students may come from individual disciplines with very little administrative training whereas others may bring to the program expertise in administration with little experience in individual pps disciplines and pps philosophy.

7. Does the program provide the candidate with the opportunity to develop skill in human relations?

As in all successful administrative programs, good human relations is a cardinal element. Professional workers in pupil personnel services are usually highly trained, skillful individuals who have strong feelings concerning their roles.

Dynamic group interaction with other candidates whose background and training might be different offers the candidate a rare opportunity to develop skills in human relations and to challenge his own perspectives in pupil personnel services.

II. Guidelines for Certification

1. Are certification requirements based on the job to be done by pupil personnel administrators within the state — the job as currently existing and as it is likely to develop in the foreseeable future?

The role of the pupil personnel administrator is an emerging one. It will be quite different in 1980 than in 1970. Certification should provide for sufficient flexibility so that desirable role change can occur. Certain functions will continue to comprise a major portion of this role. The role description given below is purposefully broad so that specificity will not breed rigidity.

a. Supervision and coordination of professional and paraprofessional workers concerned with helping pupils to benefit from school (counselors, psychologists, social workers, school nurses, attendance workers, and other resource specialists).

In many situations this task will also include the special education instructional staff as well. There are signs that in the foreseeable future some of the specialties listed above may be merged into the role of a pupil personnel generalist. Administrative certification should assume that the broader concepts of pupil personnel will be the predominant pattern in most school districts, and therefore should not be focused on any one of the several pupil personnel specialties.

b. Relating pupil personnel services to the total school program.

The pps administrator will be a key person in the administrative staff of the school district since there is a close relationship between pupil personnel activities and the rest of the school program. He will be concerned with teacher understanding of pupils, with individualization of instruction, with the adequacy of the curriculum content and the learning environment, with identifying changes in the school that may be needed to meet the needs of children and the expectation of society.

c. Influencing social services in the community.

The pps administrator will be a key person in the community since there is a close relationship between pupil personnel activities and the services which the community provides for children and their parents. Both the school program and the community resources are essential elements in the activities of the pupil personnel staff.

d. Providing for evaluation and in-service training.

Pupil personnel services is an area of expanding professional knowledge; changing social problems and changing needs of pupils require new skills and different applications of old skills; the outcomes of service are frequently intangible and elusive; even when they are clearly apparent, the significant input (service or program) contributing to the desirable outcome may be difficult to identify. For these reasons the pps administrator must devote a considerable emphasis to evaluation and in-service training.

In districts where this is not currently true, state certification should assume that this will be a major element in the pupil personnel administration role in the near future.

2. Does certification recognize the value of extensive graduate study?

The qualities required of a pupil personnel administrator are such that a carefully planned sequence of graduate study is of major importance. A potpourri of graduate courses is not adequate preparation. The program should be designed to cover the breadth of responsibility involved and provide in-depth study of the more complex elements of the positions. The program of professional training should be built upon preparation in one or more of the pupil personnel specialties; it should be planned by the university as a program leading to the doctoral degree in pupil personnel administration, or in educational administration with a major in pupil personnel administration. Preparation confined to one of the specialties, or to school administration generally, even at the doctoral level, is not adequate. This is true not only because of the increasingly complex nature of pupil personnel work but also because the preparation of the superintendent must encompass many elements of administration which are not especially germane to the pupil personnel administrator.

3. Does certification recognize that administration of pupil personnel services has elements common to other administrative positions and elements unique to the specific assignment?

In its position statement on pupil personnel services,³ the National Association of Pupil Personnel Administrators sets forth common administrative duties and unique administrative emphases. These two distinct emphases in preparation stress that preparation for general school administration includes elements which are not of major importance in the preparation of pupil personnel administrators, while there are several emphases of major significance to pupil personnel administration which are not emphasized in the preparation of school principals or superintendents.

The common administrative duties listed by the NAPPA publication are general administration, e.g., staff selection and evaluation, leadership in policy formulation and program implementation, coordination and articulation of varied program elements, budget preparation. However, there are unique administrative tasks of the pps administrator which need emphasizing.

a. Orientation to the pupil personnel disciplines to provide an understanding of the unique and common elements in each of the pupil personnel specialties.

b. Professional staff development with emphasis upon motivation of each staff member to grow.

The staff member needs to grow not only in his or her own specialty, but also in understanding of other pupil personnel workers, other

³Stoughton, Robert W., et al. Pupil Personnel Services: A Position Statement. NAPPA. (See footnote 1.)

school staff members, and other persons who are significant in the life of pupils. Job assignments have to be established which maximize use of staff strengths and avoid situations where staff weaknesses may result in program failures.

c. Staff selection which requires a criterion more complex than judging a candidate's technical skills in his specialty.

It requires an ability to judge how a person will work as a member of a team and which particular professional competencies are needed to complement the existing team.

d. Program administration including skill in assessing the pupil personnel requirements of the school system.

The needs of pupils and of staff, establishing priority for program expansion, and involvement of many diverse interests in program planning and implementation are involved here. Additional administrative skills include working with community agencies, development of understanding of the role and significance of pupil services, maintaining an effective relationship between pupil personnel services and other elements of the school program.

e. Program evaluation in pupil personnel services which requires skills different from those required for evaluating school curriculum.

Most objective criteria are at best inadequate indicators of program quality. Significant factors contributing to or interfering with program objectives are frustratingly difficult to isolate. Stating objectives in behavioral terms requires skills and insights not easily acquired.⁴ Specialized training is necessary for the pupil personnel administrator to use present evaluation techniques and to contribute to the development of improved techniques.

f. Knowledge of legal aspects of pupil personnel services.

Relevant legislation includes child protection laws; laws governing the education of exceptional children; laws regarding confidential information, libel and slander; laws concerning health and social services to individuals and families.

g. Research as a necessary element of the program.

The pupil personnel unit will be called upon to supervise the gathering of many kinds of data concerning pupils and to help interpret the implications of these data. The necessity for increasing the effectiveness of pupil personnel services and for understanding the ways in which pupils may be helped is such that research should be a component of every pupil personnel program, and training in the special research techniques appropriate to pupil personnel services should be a part of each administrator's training.

h. Supervised experience of a kind appropriate for pps administrators.

Certification should require that a practicum or internship be a part of the preparation of each pps administrator. The preparing institution should maintain a major supervisory role during the internship. Most ad-

⁴See footnote 6.

ministrators will be located in situations where the superintendent has not had the experience necessary to assist the novice in effective administration as applied specifically to pupil personnel services. The pps administrator can expect his superintendent to provide effective supervision of the general aspects of administration: it is on the unique emphases of pupil personnel services that the supervised experience in the doctoral program should focus.

4. Does certification recognize the value of experience and training in one or more of the pupil personnel services specialties?

Experience in at least one of the pupil personnel services fields should provide the prospective administrator with many basic understandings of pupil personnel services. The experience of working in a pupil personnel capacity with children, with other pupil personnel staff members, with teachers, and with administrators constitutes an effective means of acquiring basic understandings which would be most difficult to acquire in any other way. Experience as a teacher or in a community agency is also desirable. However, priority must be given to experience as a pupil personnel worker. Without such experience considerable additional study and internship would be required since the pps director deals essentially with services, while the practitioner deals directly and intensively with children. This difference is not intended to imply a lack of concern about children or a lack of understanding of children, but rather is intended to underscore a different and additional set of responsibilities and skills.

5. Have certification requirements been developed through consultation with general school administrators, pupil personnel administrators, representatives of preparing institutions, pps practitioners?

Pupil personnel administrators must deal with a wide array of relationships within the schools and externally as well. Each of these groups — school administrators, pps practitioners, community organizations and others is related to the development and proper discharge of the responsibilities of the pupil personnel administrator. Their involvement in the extension and clarification of certification regulations will provide wider acceptance of the pps administrator's role and a productive exchange of ideas leading toward more open relationships and greater understanding of the goals of pupil personnel services. Further, if one assumes that the role of the pps administrator is in the process of "becoming", consultation with the various others mentioned earlier can be of value in the continued development of that role. Aspects of the job particularly relevant to the concerns of those with whom he will be working should be examined with a view toward modification and consensus. Significant concepts would emerge from discussion and exchange of ideas which can be evaluated in terms of the pps role.

6. Does certification take into account the recommendations of professional associations?

Professional associations provide a professional identity for their members which is essential in the development of their educational roles. The

active concern and involvement of professional associations can also be an important factor in promoting and codifying professional preparation and practices. If certification regulations are to reflect more than minimum levels of preparation and, in fact, strengthen the posture and performance of the pps administrator, the involvement of a professional body is of paramount importance.

The NAPPA Position Statement⁵ represents a critical source in this regard. In this statement a program of preparation is explicitly stated and one would hope that certification would reflect, as a minimum, a preparation base for trainees as described in that document. If then one deviates from those proposals one does so knowingly.

⁵See Footnote 1.

III. Guidelines for Accreditation

Sometimes goals are stated in terms of what has come to be called "process." This usually refers to changes in expressed thinking and feeling which seem to take place during counseling. The assumption is made that changes in expressed thinking and feeling will result in behavioral changes. The evidence for this is uncertain at best. There is a real danger that process may become equated with goals and that the means thereby will become the ends. This is not to argue against careful documentation of process as a means of researching the relationship between process and outcome. The existence of this kind of documentation and research effort should certainly be sought by an accrediting agency as an evidence of quality.

There are some who would argue that changes in expressed feelings and thinking (say during an interview) are important goals *regardless* of observed behavioral change. This committee does not agree with this position. Certainly it is not a position which can be espoused in the face of increased demands from parents, pupils, and the community at large that pupil personnel services (and all of formal education) be held accountable for results. The following discussion is concerned with both process and outcome and their relationship to accreditation.

1. Is there a well-formulated set of goals that the pps program is designed to accomplish?

Are these stated in terms of outcomes or programs? Or both? Is there a rationale provided for the particular set of goals selected? Does the school (school system) clearly recognize whether its stated goals are outcomes or programmatic or a mixture of both?

Outcome goals might be stated as follows:

- To reduce the drop-out rate to less than a stated percent.
- To place all graduates either in post-high school institutions learning or on jobs.
- To reduce truancy by a stated amount.
- To increase socially constructive behavior of pupils, e.g., tutoring by high school pupils of elementary school pupils who need help.
- To improve pupils' skill in assessment of their abilities, values, interests and achievements.
- To reduce learning disabilities and deficits by stated amounts.
- To increase the wisdom (appropriateness?) of educational and vocational decision making.
- To reduce self-defeating, neurotic mechanisms in particular pupils.
- Etc.

These should not be regarded as necessarily recommended. They are a sample of outcome-goals which, when made sufficiently explicit, can be

measured through observable behavior changes.⁶ (Some are obviously more easily measured than others; for some, acceptable measurement criteria may not exist at the present time.) It is the opinion of the committee that it is essential that every pps program have a list of outcome-goals and specify the ways in which behavioral changes are being measured and, further, to present evidence of accomplishment.

Base lines and demographic data. Any effort to determine the "goodness" of a program by examining the extent to which outcome-goals are accomplished must always take into account the base line from which it starts. For example, if reduction of truancy is a goal, one needs to know what previous truancy records are in order to determine the amount of reduction, if any. Having determined the amount of reduction, one further must make a judgment as to whether the size of the reduction is indeed of any real importance. It may be a statistically significant difference (in the sense that the likelihood of it appearing by chance is small) but it may be so small as not to be significant in any other way.

Also the nature of the pupil population must be taken into account. It may be much easier in one school to achieve particular outcome-goals than in another. Small gains in one situation may be evidence of a highly successful program. The pps program therefore should present evidence of being aware of significant demographic data and relating their existence to the development of program.

Since outcome-goals are so difficult to measure and will be influenced by societal conditions at the time and because they have to be stated in specific terms, they may (probably will) change from time to time. Thus, although necessary, outcome-goals by themselves are not sufficient. It is recommended, also, that a list of the programs being used to accomplish the outcome-goals be clearly stated as well. Clearly stated and defined programs will have the advantage, further, of feedback effect upon the nature of the outcome-goals. A sample of such a list follows:

- A program to discover individual differences in ability, interests, values, and achievement.
- A program to identify children with special needs.
- A program of special services to meet special needs.
- A program to create a special climate for learning.
- A program designed to create an effective climate for good health.
- A program designed to protect each child's individuality.
- A vocational guidance program.
- Etc.

Some judgment as to the "goodness" of these programs can be made by observing the nature of their administration and organization; their comprehensiveness; the quantity and training of staff carrying out the program; and the kinds of facilities available. This strategy, in substance, has been followed by the Regional Accrediting Agencies in judging the quality of a program in their evaluative studies.

⁶There are three handbooks for evaluation procedures developed in California. Much of the work is based on the work of Frank Wellman of the University of Missouri. See Bibliography: McCreary, et al; O'Hare and Lasser; Sullivan and O'Hare; Wellman.

2. Does the pps program appear on face examination to be sufficiently comprehensive to meet the needs of the given situation?

It is possible theoretically to conceive of a private school which is highly selective in its admission policies so that a narrowly limited pps program might be sufficient. The existence of such schools are rare, if in fact any do exist. Most schools, private and public, enroll pupils of widely differing interests, abilities, attitudes, values, family backgrounds, and emotional stability. Most schools need leadership in the construction of effective mental health and learning climates. Most schools need to identify children with learning disabilities and deficits and to provide remedial programs for them. Most schools will have pupils who present a variety of problems including speech, hearing, visual, and emotional difficulties. Most schools have pupils presenting a variety of physical health problems. It is legitimate then to ask the question as to whether the school (or school system) has ways and means of identifying the kinds of problems presented by its pupils and whether it has developed programs to meet those needs.

The programs may be organized on the basis of occupational disciplines such as psychology, nursing, social work, remedial teaching, speech and hearing therapy, school counseling, attendance, and psychiatry. The specialists in those fields are then assigned singly or in various combinations to work with individual pupils or groups of pupils as needs arise. Or programs may be organized for an area of need. For example, a program may be organized to deal with delinquent boys. The nature and extent of the problem as learned from prior study will determine the nature of the staff employed. This approach would result in ad hoc programs coming and going as needs arise and diminish. It would involve people with various kinds of training and personality who seem to be successful in meeting the needs of a particular program.

The program organized on the basis of disciplines will tend to employ people who meet the standards established by the professional organizations in those disciplines. The solution to the problem is seen through the glass of the discipline and the question usually asked is: "How can my training and discipline be brought to bear upon this problem?" This is a perfectly legitimate and often productive approach. But it should not be regarded as the only approach.

The programs organized for areas of need will seek to use persons from a variety of backgrounds and disciplines who can make a contribution to the solution of the problem. There is a greater tendency to employ people who may not fit precisely into the standards established by a professional discipline. This, too, is a legitimate and productive approach.

The danger in the first approach is obviously that of possible rigidity and a tendency to protect vested interests; the danger in the second approach is the possibility of harm being done by well-meaning people with insufficient training.

We are not advocating or condemning either approach. We are suggesting — indeed urging — that accrediting agencies be aware of the good and bad points of each approach and to be flexible in making judgments.

3. Are the pps programs administered in ways which would seem likely to produce better performance by staff members?

Is there a full-time administrator for the pps program? Does he have equal status with directors of instruction, business services, and personnel? Is he a member of the superintendent's cabinet? Has he had training and experience in at least one of the disciplines ordinarily employed in pps? Does he effectively communicate the thinking of his staff to all concerned (upward and outward)? Does he effectively communicate the thinking of top administration, school committee, community, etc. to the pps staff? Does he genuinely respect the individual members of the pps staff as shown by his behavior? Does he encourage involvement in policy-making and share decision making with the staff? Does he allow freedom for the professional to operate as a professional? Does he try to ensure, as far as possible, adequate facilities, supplies, and equipment for the staff members to carry on their responsibilities? Does he encourage and support creative and innovative approaches? Does he try to ensure a constant improvement of the program through a variety of devices, e.g., in-service training, suggesting new approaches, and alerting to new conditions and trends?

4. What is the quality of the pps staff members and are they sufficient in number?

The best way to assess the quality of a staff member would be to look at his results. Evaluation in terms of outcome-goals has been discussed in a previous section in terms of the performance of the pps program as a whole. It is much more difficult to evaluate the effectiveness of a single member in terms of outcome-goals, particularly where he may function as a member of a team. Nevertheless, the director of the program should have available some evidence of a systematic and serious effort to evaluate the performance of individual members. Preferably the criteria should be evolved by the entire staff. Also the process of judgment making as to individual effectiveness should be determined by the staff as a whole.

The difficulty of making assessments in terms of outcome-goals suggests the use of programmatic criteria. The error in the past has been to assume that there is a direct correlation necessarily between such matters as degrees, experience, and caseloads and "goodness" of the program. However, in our judgment, programmatic criteria do have value if their limitations are recognized. Here one must rely on the judgment of experienced people who have given much thought to this problem. Certainly anyone hired and labelled as a school psychologist, for example, ought to meet the standards for being so labelled. The best guide for this purpose should be the standards advocated by the national associations for the particular pps workers.⁷ The existence of staff members who meet the standards of their own professional associations may not guarantee a high

⁷e.g., The Division of School Psychology of The American Psychological Association; The American School Counselors Association; The National Association of Social Workers; American Speech and Hearing Association; National Association of School Psychologists; American Nurses Association.

quality program but one is at least comfortable that a floor exists for performance, professional attitudes and values, and the maintenance of a code of ethics.

The size of the pps staff is a factor of many elements — the characteristics and specific needs of the school population (pupils and staff); relation of curriculum to pps objectives; the role of pps staff as resource specialists for the handicapped; the adequacy of community resources; the use of aides; the availability of clerical and data processing assistance. NAPPA has suggested that a general guideline might be one pupil personnel specialist for each 125 or 135 pupils, but refrains from specifying ratios discipline by discipline because of changing patterns of education and organization, emerging roles of individual disciplines, and differing strategies in the utilization and deployment of personnel.

5. What is the relationship of the pps program to the entire school?

Is there *an understanding* and acceptance of the pps program by the school administrators? This is essential if the program is to be successful.

Does the pps staff engage in a "planned and continuing orientation with teachers and administrators"? Do the teachers accept and cooperate with the pps programs? Is there close contact between teachers and pps staff through a variety of procedures, e.g., case conferences and individual consultations? Does the pps staff cooperate with the instructional staff as they develop curriculum and teaching method? Is the referral process clearly understood by teachers, pupils, and parents? Is there a clearly designated list of priorities for referral purposes? Do the referral procedures promote coordination and communication among the pps staff and teachers?

6. What is the relationship of the pps program to the community?

Has the pps staff made a survey of community resources? Has an annotated list of these resources been published and made available for all appropriate personnel? Is there a close working relationship with appropriate agencies in the community?

7. Are the facilities appropriate and sufficient for efficient operation of the total pps program?

Since goals and programs will vary from place to place and time to time, it does not seem wise to spell out in detail a standard array of facilities. If individual counseling is a mainstay of the program, can it be done with privacy and in suitable surroundings? If hearing testing is part of the program, is there a soundproof area available for such testing? If group activities are part of the program, are there suitable facilities provided for these activities?

It seems to us that judgments as to the adequacy of facilities have to be made on the basis of personal inspection with the appraiser keeping in mind the goals of the particular activity and the methodology of the program as observed and described by the staff. Otherwise one is led into enormously detailed specifications for every conceivable activity (some of which become obsolete before the manual is published). For example,

there are many kinds of group work and different sized groups. A group counseling session of six pupils engaged in largely cognitive processes will use far less space than a group of 12 adolescent pupils who are in an activity program involving much movement. Moreover no one is really sure of how much space a sensitivity training group of 10 pupils really needs for optimum conditions.

A detailed spelling out of facilities may lead to their acceptance as standards and soon the nature of the facilities determines the nature of the program. One must ask, are the facilities planned with great flexibility of use? Are they suitable at the present time? Is it possible to modify them without too great cost and trouble if necessary?

* * *

It may be desirable or necessary to translate some of these ideas into forms which provide data comparable from school to school. It is hoped that the translations will still permit flexibility and change. We believe that there should be opportunity also for the incorporation of anecdotal incidents which illuminate in a "clinical-descriptive" type of assessment the basic and overall quality of the program which may get lost in the effort at quantifying the data.

In Conclusion

As we stated at the outset, we have tried to avoid providing a prescription for dealing with training, certification, and accreditation. We hope this document represents instead an identification of important issues, a challenge to think constructively about them, and some suggestions for their resolution.

There are some important issues we have not talked about. For example, we could have directed much space to the topics of selection and recruitment for training. To what extent should blacks, chicanos, and women be recruited for training as administrators? Should certification requirements be different for them than for others? Should the personnel staffing a pps program be selected on the basis of a quota system which would ensure proportional representation of various ethnic groups? These and similar issues are so complex in and of themselves that they are worthy of separate treatment.

Meanwhile we believe that the guidelines which are present in this document have universal value regardless of which position one takes on the very serious and terribly important contemporary issues noted above.

We urge our membership to try to ensure that the messages in this report will not go unnoticed.

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